



**Linda McCulloch, Superintendent**

Montana Office of Public Instruction

PO Box 202501

Helena, Montana 59620-2501

[www.opi.mt.gov](http://www.opi.mt.gov)



***Montana***

**ESEA  
TITLE I  
2005-2006 MIGRANT  
APPLICATION  
FORM**

**Under ESEA Title I of  
Public Law 103-382**

***Regular Term***

**Return to:**

**Angela Branz-Spall  
Migrant Director  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

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Helena, MT 59620-2501  
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## 2005-2006 Annual Application For ESEA Federal Programs

### MIGRANT EDUCATION APPLICATION

County \_\_\_\_\_ CO \_\_\_\_\_

District Name \_\_\_\_\_ LE \_\_\_\_\_

Postmark Date \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Return the original to:

Angela Branz-Spall  
Migrant Education Director  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501

#### A. GENERAL PROJECT INFORMATION

NOTE: Only one district may be designated Prime Applicant District.

1. Prime Applicant District (District Designated Fiscal and Administrative Agent)

☐ Elementary or ☐ High School or ☐ K-12 District ☐ Nonprofit

LE: \_\_\_\_\_

CO: \_\_\_\_\_

District Name \_\_\_\_\_

2. Project Schedule Requested

Project will begin \_\_\_\_\_

(Month/Day/Year)

Project will end \_\_\_\_\_

(Month/Day/Year)

#### Project Schedule Approved by OPI

Project will begin \_\_\_\_\_

(Month/Day/Year)

Project will end \_\_\_\_\_

(Month/Day/Year)

3. Total funds requested to operate this program \_\_\_\_\_

#### FOR OPI USE ONLY

Fiscal Year	County No.	Legal Entity	School District Name	K-12 or Elem. or H.S.	Funds Approved	Direct	Indirect
					\$	\$	\$
					\$	\$	\$

4. Project Director \_\_\_\_\_  
Name Position Telephone

5. Submitted by: [Please type]

Authorized Representative  
CEO Nonprofit

Title

Date

Telephone

Mailing Address

City

ZIP Code

***This application should be completed by the Prime Applicant district.***

- B. Signature Information:** The Board of Trustees submitted a Common Assurances form to the Office of Public Instruction for the 2002-03 school year, and no circumstances affecting the validity of the assurances have changed since its submittal. Further, the Board of Trustees has certified that the Common Assurances for Federal Programs and Specific Program Assurances for those programs in which this district/agency participates are accepted as the basic conditions for local participation and assistance in the operation of the projects/programs listed above.

\_\_\_\_\_  
Signature  
Designated Authorized Representative  
for ESEA Consolidated Application

\_\_\_\_\_  
Superintendent  
\_\_\_\_\_  
Principal (if there is no Superintendent)  
\_\_\_\_\_  
County Superintendent  
\_\_\_\_\_  
CEO

**NOTE: When personnel changes occur in the positions listed above, the new person will become the Designated Authorized Representative. This responsibility may be assumed by the Chairperson of the Board of Trustees if requested in writing to Nancy Coopsmith at the address shown at the top of this page.**

(Complete this portion ONLY if more than one district will be served)

**C.** \_\_\_\_\_  
PRIME APPLICANT DISTRICT NAME Legal Entity No. (LE)

\_\_\_\_\_  
Participating District (same joint board) Legal Entity No. (LE)

**OTHER PARTICIPATING DISTRICTS:**

District Name	LE	County Name	County No. (CO)

**D. Program Narrative**

**Directions:** Check the box next to the initiatives contained in the narrative that apply to migrant education program services offered through your LEA/LOA. In the table contained within the description of each initiative, list:

- (1) each participating school;
- (2) the number of children to be served; and
- (3) the staff full-time equivalent (FTE) needed to provide the services.

By checking a box for a particular initiative, LEAs/LOAs agree to work to meet the performance objectives, carry out the related activities, participate in related technical assistance, and carry out the evaluation activities. The possible initiatives for participation by LEAs/LOAs in Montana's Migrant Education Program include the following.

1. **Competency Exam Preparation**
2. **Techmobile/Technology Integration**
3. **English as a Second Language (ESL) Instruction**
4. **Secondary Credit Accrual**
5. **Professional Development**
6. **Identification and Recruitment**
7. **Interstate and Intrastate Collaboration**
8. **Supportive and Supplemental Services**



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CFDA #84.011A

# ESEA Title I Migrant Annual Budget 2005-2006

## CONTINGENT UPON AVAILABILITY OF FEDERAL FUNDS

The budget period is July 1-September 30 (15 months). Amendments to this budget must be submitted to the OPI no later than September 1, 2005.

Prime Applicant District: \_\_\_\_\_

County: \_\_\_\_\_

Legal Entity: \_\_\_\_\_

Budget Items	Proposed Budget	Approved Budget 1	Approved Budget 2	Approved Budget 3
1. Salaries and Benefits Objects 1xx, 2xx				
2. Operating Expenses Objects 3xx, 4xx, 5xx, 6xx, 8xx				
3. SUB-TOTAL DIRECT COSTS				
4. Indirect Costs @ _____ % Approved Rate X line 3				
5. Equipment (\$5,000 or more per unit) Attach Details and Justification Object 7xx				
6. TOTAL BUDGET				
7. OPI Use Only: Approved By/Date				
OPI USE ONLY	Project No. _____			

For assistance with program questions contact Angela Branz-Spall, (406) 444-2423, angelab@mt.gov. For fiscal questions contact Pat Dawes, (406) 444-3408, pdawes@mt.gov.

**E. FISCAL YEAR 2006 ESEA TITLE I MIGRANT PERSONNEL: Worksheet**

1. Personnel employed with ESEA Title I migrant funds must meet appropriate certification requirements. Personnel who are responsible for the diagnosis and prescription for students must be certified. Such certification is necessary regardless of whether this person is working in the classroom situation or with students on an individual or small group basis outside of a regular classroom situation. Counselors and supervisory personnel must also hold appropriate certification for their assigned duties.
2. Tutors or education aides must work directly under the direction of a certified staff member. The tutors and education aides may NOT introduce concepts to students unless the tutor or aide is also appropriately certified by the state.
3. All part-time personnel must keep time sheets, submit hourly wage claims and be paid at the rate specified in Column d on page 5.
4. Must send updated personnel page to the Office of Public Instruction when staff is finalized.
5. Please complete each column.

CONTRACTED MIGRANT PERSONNEL				
NAME ALL MIGRANT PERSONNEL PAID FROM THE DISTRICT'S TEACHER SALARY SCHEDULE SEPARATELY (a)	NUMBER OF WEEKS TO BE EMPLOYED MIGRANT (b)		NUMBER OF HOURS PER WEEK TO BE EMPLOYED MIGRANT (c)	CONTRACTED SALARY TO BE PAID BY PROJECT (d)
	Elementary Program	High School Program		
Round off total to whole dollar amounts.			TOTAL	

OTHER MIGRANT PERSONNEL WORKSHEET						
NAME ALL OTHER PERSONNEL PAID BY MIGRANT FUNDS	NUMBER OF WEEKS TO BE EMPLOYED MIGRANT		NO. OF HOURS PER WEEK TO BE EMPLOYED MIGRANT	RATE OF PAY PER HOUR	SALARY TO BE PAID BY PROJECT	AMOUNT BUDGETED FOR VACATION & SICK PAY
	Elem. Program	H.S. Program				
(a)	(b)		(c)	(d)	(e)	(f)
Round off totals to whole dollar amounts.				TOTALS		

FOR OPI USE ONLY
<b>FTEs Requested</b> Teachers _____ Aides _____ Support Staff _____ Other _____

**ESEA TITLE I MIGRANT BUDGET WORKSHEET**  
**Office of Public Instruction**

Code	Item	LEA Proposed Budget	Budget No. 1	Budget No. 2	Budget No. 3
15-296-2200-113	Site Director's Salary				
15-296-2200-115	Clerical Salary				
15-296-2200-610	Administrative Supplies				
15-296-2200-531	Telephone				
15-296-2213-582	In-service Training—All Staff				
15-296-2315-330	Outside Audits				
15-296-1000-112	Teachers' Salaries				
15-296-1000-117	Instructional Aides' Salaries				
15-296-1000-610	Instructional Supplies				
15-296-1000-581	Local Travel—Instructional				
15-296-1000-734	Equipment for Instruction				
15-296-1000-452	Equipment Rental				
15-296-1660-113	Preschool Professional Salary				
15-296-1660-117	Preschool Aides' Salary				
15-296-1660-610	Preschool Supplies				
15-296-2112-113	Recruiter Salary				
15-296-2112-581	Local Travel Recruiter				
15-296-2115-582	Local PAC In-service Training				
15-296-2131-330	Emergency Medical/Dental				
15-296-2134-330	Nurse Salary				
15-296-2134-610	Minor Health Supplies				
15-296-2134-581	Local Travel—Health				
15-296-2600-120	Temporary Custodial Salary				
15-296-2600-440	Repairs/Maintenance of Plant				
15-296-2600-610	Consumable Custodial Supplies				
15-296-2620-451	Rent/Buildings				
15-296-2700-118	Bus Drivers' Salaries				
15-296-2700-452	District Bus Rental				
15-296-2700-513	Private Bus Contractor				
15-296-2700-520	Liability Insurance				
15-296-2730-117	Bus Aides' Salaries				
15-296-0000-210	Social Security				
15-296-0000-220	Teachers' Retirement				
15-296-0000-230	PERS				
15-296-0000-240	Unemployment Compensation				
15-296-0000-250	Workers' Compensation				
15-296-2220-320	Contractor				
15-296-1000-650	Dues/Subscriptions				
XXXXXXXXXXXX	Food Service Account (Total)*				
15-296-3100-116	Food Service Salary	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
15-296-3100-451	Kitchen Rent	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
15-296-3100-610	Food Service Supplies	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
15-296-3100-630	Food	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
	Direct Costs				
	Indirect Costs				
	Total Costs				
	Approved/Date				

\*Figure Food Service Salaries, Kitchen Rent, Food Service Supplies and Food separately. Write the total on Food Service Account line.

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## 1. COMPETENCY EXAM PREPARATION

**Description:** A focus of the Montana Migrant Education Program (MEP) is to provide individual support and instruction to help students pass competency exams in Montana (the Montana Comprehensive Assessment System [MontCAS]), and in the two primary sending states of Texas (the Texas Assessment of Knowledge and Skills [TAKS]) and Washington (Washington Assessment of Student Learning [WASL]).

Name of School(s)	No. of Children to be served	Staff FTE

### Needs Assessment Data

- Migrant students did not meet the minimum Texas state standard of a 90 percent passing rate on the Texas Assessment and Academic Skills (TAAS).
- There is a great need for intensive direct instruction in reading, math, and writing as a result of a new assessment being implemented in Texas (the TAKS) and the requirement that all third grade students pass this test in order to move on to fourth grade.

### Performance Objective

- 1.1 A larger percentage of migrant students will become proficient in reading, language arts, and math on statewide standards-based assessments.

### Activities to Meet Objective

- 1.01 Gather MontCAS, TAKS, and WASL testing information needs for inter/intrastate migrant students in Montana.
- 1.02 Certified teachers or qualified paraprofessionals will deliver competency exam preparation to help ensure that the individual learning needs of migrant students are met.
- 1.03 Additional instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audiovisual materials, software, etc.
- 1.04 MEP staff will use scientifically based research methods and best practices to help students become more successful on competency exams.
- 1.05 Gather TAKS and WASL testing information from Texas and Washington to determine success rates.

### Technical Assistance

- Technical assistance and professional development that focus on teaching skills designed to improve migrant students' competency exam proficiency will be provided.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs providing competency exam preparation. Following the visit, MEP staff will receive a monitoring/technical assistance report.

### Evaluation Activities

- Document the number of migrant students who receive competency exam preparation.
- Enter MontCAS and gather TAKS, and WASL test results for those students who received support.
- Provide MEP staff survey results.

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## 2. TECHMOBILE/TECHNOLOGY INTEGRATION

**Description:** The Techmobile facilitates migrant student learning via technology throughout Montana. The Techmobile is a completely mobile computer facility that is staffed by a specially trained instructor to offer the latest in technology-based educational courses in a self-paced, interactive learning environment. Through the Techmobile, students are able to participate in hands-on learning of curriculum; strengthen their skills in the content areas; and learn about computers, multimedia, and CD-ROM technologies. Problem solving is promoted as well as learner-centered exploration and research.

Name of School(s)	No. of Children to be served	Staff FTE

### Needs Assessment Data

- On the Student Technology Use Self-Assessment, 74 percent of the migrant students assessed were below proficient on basic computer operation, 83 percent were below proficient on using the Internet, 71 percent were below proficient on file management, and 94 percent were below proficient on presentation skills and graphics programs.

### Performance Objective

- 2.1 Migrant students will achieve statistically significant gains in technology skills as evidenced by scores on the Student Technology Use Self-Assessment.
- 2.2 MEP teachers will achieve statistically significant gains in technology skills as evidenced by scores on the Teacher Technology Use Self-Assessment.

### Activities to Meet Objective

- 2.01 Once the Techmobile arrives in each summer MEP, pretest the students to gather baseline data.
- 2.02 Certified teachers and qualified paraprofessionals will provide hands-on learning of curriculum in the content areas and teach students about computers, multimedia, and CD-ROM technologies
- 2.03 MEP staff will use scientifically based research methods and best practices to help students increase their knowledge and their use of technology to learn.
- 2.04 Prior to the Techmobile departing each summer MEP, posttest the students to determine the extent to which instruction helped students improve their technology-related skills.

### Technical Assistance

- Technical assistance and professional development that focus on teaching skills designed to improve migrant students' technology proficiency will be provided.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs participating in the Techmobile. Following the visit, MEP staff will receive a monitoring/technical assistance report.

### Evaluation Activities

- Document the number of migrant students who received instruction via the Techmobile.
- Provide pre/post results from the Student Technology Use Self-Assessment.
- Provide pre/post results from the Teacher Technology Use Self-Assessment.

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### 3. ENGLISH AS A SECOND LANGUAGE (ESL) INSTRUCTION

**Description:** Assistance to migrant students in grades K-12 who are limited in English proficiency (as measured by a valid and reliable assessment of English proficiency) is provided through ESL instruction focused on comprehension, speaking, listening, reading, and writing. Typically, instructional staff provide services for 15-50 minutes each day for 3-5 days per week for the length of time the student is enrolled in this supplementary program. Instructional materials include ESL curriculum, language development books and software, and other supplementary materials that support making the classroom content comprehensible.

Name of School(s)	No. of Children to be served	Staff FTE

#### Needs Assessment Data

- The majority of the migrant students assessed with the Woodcock-Muñoz Language Survey scored at Levels 2 and 3 (62 percent) indicating that most of the students participating in the MEP are limited English speakers. For all grade levels (except third grade), there were more students who were limited English speakers than fluent English speakers.

#### Performance Objective

- LEP migrant students will achieve statistically significant gains in English language proficiency as measured by both formal and informal language proficiency assessments.

#### Activities to Meet Objective

- Once students arrive in Montana, pretest them to gather baseline data on language proficiency using the SOLOM if no other language proficiency score is available.
- Certified teachers and qualified paraprofessionals will deliver ESL instructional services for 15-50 minutes daily during the summer program.
- Instructional materials used may include textbooks, kits, games, reference and programmed materials, teacher-made/commercial materials, audiovisual materials, software, etc.
- MEP staff will use scientifically based research ESL methods and best practices for LEP students including sheltered content instruction, language experience approach, Total Physical Response [TPR], jigsaws, cooperative learning, webbing, and theme-based learning.
- At the end of the summer program, posttest the LEP students to determine gains in language proficiency.

#### Technical Assistance

- Technical assistance and professional development that focus on teaching skills designed to improve migrant students' English language proficiency will be provided.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs providing ESL instruction. Following the visit, MEP staff will receive a monitoring/technical assistance report.

#### Evaluation Activities

- Document the number of migrant students who received ESL instruction.
- Enter language proficiency assessment results in New Generation System (NGS) and on the At-Risk Factors spreadsheet.
- Provide MEP Staff Survey results.

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## 4. SECONDARY CREDIT ACCRUAL

**Description:** MEP staff obtain records and educational data from school in which migrant students have previously been enrolled in order to obtain information about students' credit accrual. All migrant students in grades 9-12 will be contacted directly by MEP staff to discuss deficiencies in graduation requirements listed on the educational record. Supplemental instructional available to secondary students needing credit accrual include NovaNET, Portable Assisted Study Sequence (PASS), and the University of Texas Distance Learning System (UT Distance Learning).

Name of School(s)	# Children to be served	Staff FTE

### Needs Assessment Data

- Migratory students face multiple barriers to credit accrual including mobility and attendance in multiple schools. In addition, once credit is earned, it must be properly recorded and subsequently accepted, especially by the student's homebase school. Graduation depends on completion of required courses, accrual of sufficient credits, and in the case of Texas and Washington, demonstrated achievement of specific outcomes or competencies.
- Almost half of the migrant secondary students (44 percent) were in need of high school credits.

### Performance Objective

- 4.1 100 percent of all migrant secondary students (grades 9-12) with course work deficiencies that would prevent high school graduation will work with MEP staff to identify deficiencies, enroll in secondary course work, and complete course work activities.
- 4.2 50 percent of the students enrolled in a secondary education course will complete the course with a satisfactory grade within one year after enrolling in the course.

### Activities to Meet Objective

- 4.01 MEP staff or a designee will contact all secondary-aged migrant students to identify any deficiencies that would prevent high school graduation.
- 4.02 MEP staff will assist secondary-aged migrant students to prepare a high school graduation plan.
- 4.03 Certified teachers and qualified paraprofessionals will provide appropriate tutoring and other education and support services to secondary students enrolled in courses.
- 4.04 MEP staff will enroll students in secondary education course work, process the proper forms, order courses, establish student files, and transfer records of students' course work achievement.
- 4.05 MEP staff will use scientifically based research instructional methods and best practices to help secondary students pass course work.
- 4.06 Report secondary student course completion rates to the SEA.

### Technical Assistance

- Technical assistance and professional development will be provided to MEP staff on the transfer of records, identification and recruitment, advocacy for secondary migrant youth, teaching strategies, policies and guidelines, and strategies for students who are limited in English proficiency.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs providing support to secondary students to discuss student needs and progress toward achievement of secondary course work.

### Evaluation Activities

- Document the number of migrant students participating in secondary courses including the course providers, the names of the course, the number of courses attempted and completed, and the number of credits granted.
- Enter Credit Accrual information on the At-Risk Factors spreadsheet.
- Provide MEP Staff Survey results.

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## 5. PROFESSIONAL DEVELOPMENT

**Description:** Professional development is an essential component of the Montana MEP that is needed to support staff providing instructional and support services designed to meet the program objectives. All MEP staff take part in professional development that allows them to more effectively and efficiently serve inter/intrastate migrant students who are enrolled in the Montana MEP summer program. Professional development takes many forms including statewide conferences and institutes; MEP director meetings; workshops; technical assistance; the curriculum and assessment committee; visits to MEP programs by Project Mobile Access for Students and Teachers to Educational Resources Year-round (MASTERY) staff; mentoring and demonstration teaching; and attending local, regional, and national conferences.

Name of School(s)	No. of Children to be served	Staff FTE

### Needs Assessment Data

- On a needs assessment survey administered in 2002, about 90 percent of the MEP staff indicated that they needed to increase their capacity to effectively serve the educational needs of migrant students in areas such as conducting a needs assessment, No Child Left Behind (NCLB) Act of 2001, instructional methods in content areas, early childhood education, ESL instruction, NGS, assessment and evaluation, interagency collaboration, credit accrual, identification and recruitment, and providing instruction that is based on scientifically based research.

### Performance Objective

- 5.1 At least 80 percent of MEP staff will report that MEP-sponsored staff development has helped them to more effectively perform MEP instructional and support services as measured by training evaluations.

### Activities to Meet Objective

- 5.01 Professional development including statewide MEP conferences and MEP director meetings will be designed and delivered based on staff needs assessment results.
- 5.02 Scientifically based research methods and best practices in professional development will be used to design and deliver professional development to Montana MEP staff.
- 5.03 All professional development activities will be evaluated for their effectiveness.
- 5.04 MEP staff will participate in the National Migrant Education Conference.

### Technical Assistance

- Technical assistance will support professional development in the areas identified through an assessment of staff needs focusing on improving professional skills to support migrant student achievement.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs to work with MEP staff to identify areas needed for professional development.

### Evaluation Activities

- Document the number of MEP staff attending each professional development activity.
- Complete training evaluations and copies of agendas.
- Provide MEP Staff Survey results.

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## 6. IDENTIFICATION AND RECRUITMENT

**Description:** The identification and recruitment of migrant students who are eligible to receive services is the first, essential component of the MEP. Children and youth must be identified in order to have access to migrant education services, and MEP funding is dependent on recruitment efforts. MEP and SEA staff are responsible for Identification and Recruitment (ID&R) and completing Certificates of Eligibility (COE) forms that are transmitted to the SEA for storage and retrieval by Montana's records transfer database known as the New Generation System (NGS).

Name of School(s)	No. of Children to be served	Staff FTE

### Needs Assessment Data

- According to the U.S. Department of Education, finding and enrolling eligible migrant children is a cornerstone of the MEP, and its importance cannot be overemphasized. The SEA is responsible for the identification and recruitment of all eligible migrant children in the state, including securing pertinent information to document the basis of a child's eligibility.

### Performance Objective

- 6.1 At least 80 percent of MEP staff will report that identification and recruitment activities have been of sufficient scope and quality as measured by responses on a staff survey.
- 6.2 At least 90 percent of all recruiters/MEP staff will become more knowledgeable about ID&R as a result of participating in needs-based professional development and individualized technical assistance.

### Activities to Meet Objective

- 6.01 The SEA will monitor COEs for the accuracy of students identified as eligible and for the completeness of COEs.
- 6.02 The SEA or Rural Employment Opportunities (REO) staff will coordinate ID&R efforts statewide.
- 6.03 MEP staff will conduct field recruitment, industrial recruitment, and minority language recruitment.
- 6.04 MEP staff will make yearly contact with LEAs/LOAs that do not have MEPs to determine if a need exists to screen for migrant eligibility.

### Technical Assistance

- The SEA will provide training and technical assistance to recruiters to support ID&R at statewide conferences and during on-site visits. Training will address eligibility, identification, recruitment, documentation, record keeping, and data collection.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs to assist with ID&R efforts.

### Evaluation Activities

- Document the number of eligible students recruited.
- Complete ID&R-related evaluation surveys and questionnaires.
- Provide documentation on COE accuracy.
- Provide MEP Staff Survey results.

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## 7. INTERSTATE AND INTRASTATE COLLABORATION

**Description:** Inter/intrastate collaboration is an MEP requirement and essential because of the high student mobility in Montana. This activity is focused on data collection, transfer, and maintenance through activities such as year round identification and recruitment; coordinating and administering the MontCAS, TAKS, and WASL; participating in Project SMART and the Montana Youth Grant; coordinating secondary education coursework (i.e., PASS, NovaNET, UT); Project MASTERY; participating in NGS, coordinating secondary credit accrual with counselors and educators in other states in which students are enrolled; participating in migrant consortium arrangements; attending interstate meetings; transferring education and health data; and participating in the Binational Migrant Education Program. Typically, the SEA coordinates these activities; however, LEAs/LOAs play an especially key role with data collection, transfer, and maintenance.

Name of School(s)	No. of Children to be served	Staff FTE

### Needs Assessment Data

- Interstate collaboration to reduce the effects of educational disruption on migrant children including the collection, maintenance, and transfer of records is required for all programs funded through ESEA Title I, Part C - the migrant education program. These required activities result from the comprehensive assessment of needs that is conducted every year by the SEA.

### Performance Objective

- 7.1 At least 80 percent of MEP staff will report that inter/intrastate collaboration activities resulted in increased services to migrant students, as measured by responses on a staff survey.
- 7.2 At least 90 percent of MEP staff will become more knowledgeable about inter/intrastate collaboration as a result of participating in needs-based professional development and technical assistance.

### Activities to Meet Objective

- 7.01 Prepare and distribute educational materials for traveling education packets to be used by migrant students and their families as they migrate.
- 7.02 Counsel students and parents on the importance of getting an education.
- 7.03 Provide information to migrant families on the 800 Migrant Hotline used for ID&R and advocacy.
- 7.04 Provide advance notification to other states of migrant students and families that will be arriving to help coordinate that education and support services are in place when they arrive at the new site.
- 7.05 Participate in interstate migrant projects including the Minnesota Migrant Education Resource Center (MMERC) Consortium, the Migrant Education Comprehensive Consortia Arrangement (MECCA) Consortium, the Binational Migrant Education Program, Project Summer Migrants Access Resources through Technology (SMART), the National PASS Center, and the Montana Youth Grant for secondary students.

### Technical Assistance

- The SEA will provide training and technical assistance regarding inter/intrastate collaborative efforts to MEP staff at statewide conferences.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs to assist with inter/intrastate collaborative efforts.

### Evaluation Activities

- Document the number of students served through inter/intrastate collaboration.
- Document logs and records on inter/intrastate collaboration activities.
- Provide MEP Staff Survey results.

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## 8. SUPPORTIVE AND SUPPLEMENTAL SERVICES

**Description:** Supportive and supplemental services are provided to migrant students to eliminate barriers that traditionally get in the way of school success. Focused on leveraging existing services, supportive and supplemental services are aimed at collaboration with other agencies and referrals of migrant children from birth to age 21 to programs and supportive services including, but not limited to, special education, speech therapy, health services including medical/dental screening and referral, school supplies, information and training on nutrition, translations and interpretations, advocacy and outreach, book distributions through the Reading is Fundamental (RIF) Program, transportation, connecting with out-of-school youth, and parent involvement.

Name of School(s)	No. of Children to be served	Staff FTE

### Needs Assessment Data

- Student health records analyzed by the Montana MEP showed that 42 percent of the migrant students need medical services, and Montana Migrant Council Health Project showed that 60 percent of the migrant students need dental services.
- According to the U.S. Department of Education, one of the statutory purposes of the MEP is to ensure that migrant children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.

### Performance Objective

- 8.1 At least 80 percent of MEP staff will report that supportive and supplemental services contributed to the success of students in the summer program, as measured by MEP staff surveys.

### Activities to Meet Objective

- 8.01 Once students arrive in Montana, MEP staff will survey and identify their needs for supportive and supplemental services.
- 8.02 Based on identified needs, MEP staff will collaborate with community agencies and schools to provide migrant students with supportive and supplemental services.
- 8.03 MEP staff will conduct home visits depending on the needs of the families.
- 8.04 Health education instruction and health supplies will be provided to all eligible migrant students.
- 8.05 Student immunizations will be recorded by MEP staff to be included in the NGS database.

### Technical Assistance

- The SEA will provide training and technical assistance regarding supportive and supplemental efforts to MEP staff at statewide conferences.
- The SEA will provide on-site visits to at least 75 percent of the summer MEPs to assist with supportive and supplemental services.

### Evaluation Activities

- Document the number of migrant students receiving supportive and supplemental services.
- Document the types of services provided to migrant students and their families.
- Document the number of home visits made and the type of services provided.
- Provide migrant health records (Health Data Entry Form Part I and Part II).
- Provide MEP Staff Survey results.

## F. NEEDS ASSESSMENT

Provide the SEA with data on the educational needs of the migratory children to be served using the electronic **Student At-Risk Factors Worksheet** and the **LEA/LOA At-Risk Summary**. Points will be assigned for each student based on their level of need. Data to include on the Excel spreadsheet include:

- 1) Priority for MEP services;
- 2) Grade level;
- 3) Disruption of schooling;
- 4) Reading percentile scores (standardized tests);
- 5) Language Arts percentile scores (standardized tests);
- 6) Math percentile scores (standardized tests);
- 7) Oral language proficiency level;
- 8) Summer Success reading scores (pre/post);
- 9) Summer Success math scores (pre/post);
- 10) Retention (age/grade placement); and
- 11) Credit accrual needs for secondary students.

The electronic Worksheet and Summary sheet allows interaction among worksheets, and calculates subtotals and totals automatically. The spreadsheet was designed so that the Summary Sheet needs no data input. It gets all of its information from the data entered on the At-Risk Worksheet. You may obtain the electronic version by contacting the OPI MEP or the MEP Tech Coordinator.

Please submit an electronic version of the forms to the SEA along with this application.

### **Please Note—Very Important**

#### **Points to remember when working with the Excel spreadsheet**

- **Do not delete rows as this may delete formulas in hidden areas of the spreadsheet.**
- **Do not enter priority for services manually as this data element is calculated based on other data entered into the spreadsheet.**
- **When printing the spreadsheet, do not say "print all" as a substantial number of pages will print. Do a print preview to determine the number of pages containing data and print only those pages.**

## MONTANA MIGRANT EDUCATION PROGRAM SUB-GRANTING PROCESS

**Step 1:** For each school year, the State Education Agency (SEA) will determine the amount of sub-grants to LEAs/ LOAs based on established priorities. Each sub-grantee will receive an allocation not to exceed the sum of the number of full- and part-time:

- Migratory children aged 3-21 who reside in the area served by the LEA/LOA; divided by
- The available dollar amount minus set asides for statewide ID&R, record transfer, and credit accrual services.

**Step 2:** The SEA will review the LEA/LOA Applications using the following priorities as a basis for distribution of funds to LEAs/LOAs.

- A. **Student count** (The sum of the number of eligible migratory students aged 3 through 21 who reside in the LEA/LOA full time as documented in the Program Application.
- B. Number of **Priority 1** migrant children in grades K-12 who have disrupted schooling during the regular term within the preceding 12 months (i.e., a QAD between September and May or documented school absences in excess of 10 days) AND with a qualifying move during the current year AND at risk of school failure.
- C. Number of **Priority 2** migrant children between the ages of 3-12 whose education have been disrupted within the last 12 months AND who are at risk of school failure AND not Priority 1.
- D. Number of **Priority 3** migrant children between the ages of 3-21 whose education has been disrupted within the last 24 months AND who are at risk of school failure.
- E. Number of **Priority 4** migrant children between the ages of 3-21 whose education has been disrupted within the last 36 months AND who are at risk of school failure.

*Following are the factors that determine the extent to which students are at-risk of school failure.*

- *Below proficiency in reading, language arts, and math on standardized tests.*
  - *Below grade level in reading as determined by Summer Success: Reading.*
  - *Below grade level in math as determined by Summer Success: Math.*
  - *Level 3 or below on standardized language proficiency assessments or the SOLOM.*
  - *Retained one or more times (1 or 2 grades below age level).*
  - *Credit-deficient secondary students who will graduate 1 or 2 years behind their class.*
- F. Unavailability of other Federal, State, and local resources to serve eligible migrant students.
  - G. Substantial barriers to providing services such as rural isolation, transportation costs, and program duration.

The process for funding is listed below with the highest possible score being 105 (A+B+C+D+E+F+G). Projects serving migrant students will be funded with those sites having the highest number of points (those with greatest need) funded first and moving down the list until the total MEP allocation is used.

Criteria	1-4 Points	5-9 Points	10-15 Points
Total # of Migrant Students (A)	0-25 Students	26-50 Students	>50 Students
# of Priority 1 Migrant Students (B)	0-25 Students	26-50 Students	>50 Students
# of Priority 2 Migrant Students (C)	0-25 Students	26-50 Students	>50 Students
# of Priority 3 Migrant Students (D)	0-25 Students	26-50 Students	>50 Students
# of Priority 4 Migrant Students (E)	0-25 Students	26-50 Students	>50 Students
Availability of Other Resources (F)	Moderate Resources	Few Resources	Very Few Resources
Substantial Barriers (G)	Few Barriers	Some Barriers	Numerous Barriers

# MONTANA MIGRANT EDUCATION PROGRAM

## SEA SUB-GRANTING WORKSHEET

Name of LEA/LOA \_\_\_\_\_

Contact Person \_\_\_\_\_ Telephone \_\_\_\_\_

Email \_\_\_\_\_

The worksheet for sub-granting each LEA/LOA is listed below with the highest possible score being 105 (A+B++C+D+E+F+G). projects serving migrant students will be funded with those sites having the highest number of points (those with greatest need) being funded first and moving down the list until the total MEP allocation is used.

Priority Areas	1-4 Points	5-9 Points	10-15 Points	Total Points
(A) Total # of Migrant Students	0-25	26-50	>50	
(B) # of Priority 1 Migrant Students	0-25	26-50	>50	
(C) # of Priority 2 Migrant Students	0-25	26-50	>50	
(D) # of Priority 3 Migrant Students	0-25	26-50	>50	
(E) # of Priority 4 Migrant Students	0-25	26-50	>50	
(F) Availability of Other Resources	Moderate	Few	Very Few	
(G) Substantial Barriers	Few	Some	Numerous	
<b>Total Points (out of 105)</b>				

**FOR OPI USE ONLY**

Allocation Amount \$ \_\_\_\_\_

## **MONTANA MIGRANT EDUCATION PROGRAM LEA/LOA ASSURANCES**

The authorized agent for the \_\_\_\_\_ assures the Montana Office of Public Instruction, Migrant Education Program that this LEA/LOA will comply with all applicable statutory and regulatory requirements and that this LEA/LOA will do the following:

1. Identify and address the special educational needs of migratory children in accordance with the Montana Comprehensive State Plan that is integrated with other programs funded under the No Child Left Behind (NCLB) Act of 2001, to provide migratory children with an opportunity to meet the same challenging state academic content and achievement standards that all children are expected to meet.
2. Provide supplementary services that go beyond the full range of services that are available for migratory children from other appropriate local, state, and federal programs.
3. Conduct joint planning with parents and with other local, state, and federal programs including programs under ESEA Title I, Part A; early childhood education programs; and language instruction programs.
4. Participate in the statewide needs assessments using surveys and other instruments developed by the SEA to document the individual assessment of students' needs for use in program planning.
5. Consider eligible migratory children with the greatest need for special assistance.
6. Provide available/applicable data to the SEA that reflects the educational performance and health findings of enrolled migratory students.
7. Collect and report local evaluation data to the SEA for the annual evaluation, and use the evaluation results to improve the LEA migrant education program.
8. Demonstrate comparability of services by having established: (a) a district salary schedule; (b) a policy to ensure equivalence among schools in teachers, administrators, and other personnel; and (c) a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.
9. Assist currently migratory children in meeting the course of study requirements of their appropriate home-based state.
10. Design programs that are of sufficient size, scope, and quality to give reasonable promise of substantial progress toward meeting the special educational needs of migratory children.
11. Maintain such records as may be required for program and fiscal audits.
12. Invite all migrant parents to attend Parent Advisory Council (PAC) meetings.
13. Release migrant personnel to attend professional development conducted during the regular school year.
14. Provide parents of participating children with reports on their children's progress.
15. Provide technical assistance, professional development, and monitoring services.
16. Facilitate the transition of secondary students to postsecondary education or employment.
17. Assist the SEA in determining the number of migratory children under Section 1303(e), through such procedures as the Secretary may require.

\_\_\_\_\_  
Signature of Authorized Official

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date